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ABSTRACT

The status of women faculty members at Virginia Polytechnic Institute and State University is examined. Attention is focused on the progress made by the university over the last 5 years in hiring and promoting women faculty, the representation of women in the administration and university governance, and salaries. Major conclusions are as follows: underrepresentation of women remains a serious problem; no significant progress has been made in increasing the number and proportion of women on the instructional faculty over the last 5 years; underrepresentation is serious at the senior rank; some departments and colleges have attracted women faculty in approximate proportion to their availability in the doctorate pool but many have not; 20 departments have no women faculty; attrition of women at both junior and senior levels is a significant factor impeding steady progress, since dissatisfaction appears to erode institutional loyalty; over the last few years, important administrative positions have been filled by women; and women's salaries in arts and sciences, education, and in the library are more likely to be at the lower end of the salary range, rather than distributed evenly around the male average; and the lack of accessible information on outcomes of decision-making in faculty issues is a problem. Supporting data are included. (SW)

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FINAL DRAFT
THE STATUS OF WOMEN FACULTY
AT VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

A FIVE YEAR PROGRESS REPORT

Taskforce on Affirmative Action
Women's Network, Faculty/Administrative Branch

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March 8, 1983
revised May 1, 1983

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TABLE OF CONTENTS

		Page
	Preface	4
I.	Representation of Women on the Instructional Faculty	6
	A. University Perspective	6
	B. College & Department Perspective	10
	C. Promotion & Tenure Issues	20
	D. Discussion	21
II.	Representation of Women in the Administration	28
III.	Representation of Women in University Governance	33
IV.	Salary Study	34
	A. Introduction	34
	B. Methods of Analysis	34
	C. Limitations	38
	D. Findings	38
	E. Discussion	49
V.	Conclusions	51

LIST OF TABLES

Table Number		Page
1.1	Representation of Women on the VPI&SU Instructional Faculty, 1978-79 - 1982-83	7
1.2	Number & Percent Women on the Ladder-Rank Instructional Faculty, 1975-76 - 1982-83	8
1.3	Colleges & Departments Where Current Composition Approximates Availability of Women, 1982-83	12
1.4	Departments in Which There are No Women on the Ladder Rank Faculty, 1982-83	19
1.5	Number & Percent Women among Tenured Instructional Faculty, 1978-79 - 1982-83	20
1.6	Representation of Women by Department, 1981-82 and 1982-83	23-27
2.1	Representation of Women Among VPI&SU Administrative Faculty, 1978-79 - 1982-83	28
2.2	Number & Percent Women Among Tenured Administrative Faculty, 1978-79 - 1982-83	29
4.1	Women's Salaries As a Percent of the Average Male Salary for Same Rank & Dept.	36-37
	Average Salaries by Rank & Sex in Departments of the:	
4.2	College of Agriculture	39
4.3	College of Architecture	40
4.4	College of Arts & Sciences	42-43
4.5	College of Business	44
4.6	College of Education	45
4.7	College of Engineering	46
4.8	College of Human Resources	47
4.9	College of Veterinary Medicine	48
4.10	Library	48
4.11	Summary Table of Salary Comparisons	49

LIST OF FIGURES

1.1	Representation of Women Among Ladder-Rank Instructional Faculty, 1978-79-1982-83	9
1.2	Current Distribution of Men and Women on Ladder-Rank Instructional Faculty, 1982-83	9
1.3	Percent Women on Current Ladder-Rank Faculty, in National Availability Pool, and among 1981 Doctorate Recipients in U.S.	15-18

PREFACE

The Taskforce on Affirmative Action of the Women's Network (Faculty/ Administrative Branch) has been working for more than a year to help the Network, and the University community at large, identify more clearly barriers to the full and equitable participation of women on the faculty at Virginia Tech. The first project, "Survey on the Perceptions of Sex Equity for Women Faculty," was a collaborative effort with the Office of Institutional Research and Planning Analysis. The purpose of the survey was to find out if men and women faculty perceived problems of bias against women faculty and, if so, in what areas.

The Taskforce regarded the survey as an important step in the process of identifying problems of women faculty at Virginia Tech. However, Taskforce members felt a complementary study, analyzing institutional data, would provide statistical information to refine and evaluate survey results. This report and the results of the survey of faculty perceptions of sex bias should be considered together since each adds an important dimension to understanding the context of women's employment at Virginia Tech.

While some data about women have been collected for years by the Affirmative Action Office, no comprehensive data analysis has been done; nor have attempts been made to draw conclusions or highlight policy and program implications. An ad-hoc committee of the Faculty Senate worked in this direction two years ago. Their report received limited circulation, although useful recommendations were made and passed by the Senate calling for greater affirmative action efforts.

The Taskforce was hampered in its analysis by a lack of data on a number of critical issues. We do not know, for instance, exactly how many new and replacement faculty have been hired over the last few years and what percentage of the appointments went to women. Nor is it known whether or not women and men have been receiving tenure at approximately the same rate over the last few years. We found the effort expended on record-keeping to be substantial, but the results were, by and large, incomplete and inadequate as measures of affirmative action results. This serious defect needs to be remedied.

The major sources of data for this report were: Workforce Profile Data (both in raw form and as a report prepared in Fall 1982); worksheets for the 1981 and 1982 Affirmative Action Plan Updates; Salary Survey (dated Jan. 1983 and purchased from the Personnel Office); and Summary Report 1981: Doctorate Recipients from U.S. Universities, prepared by the National Research Council. Statistics will vary slightly depending on which of these sources was used as the basis for a table or graph. Workforce Profile Data include full-time, part-time, and visiting faculty. "(WPD, 1982)" will be used to indicate that data were drawn from this source. Data drawn from Affirmative Action Plan documents

include full-time faculty and visitors. This source will be indicated as "(AAP)".

The Taskforce gratefully acknowledges the help of the EO/AA Office in preparing this report. Judy Johnson and her staff gave freely of their time, shared documents, and helped to clarify for us the purpose and substance of the numerous reports prepared by the Office.

This report focuses on the status of women faculty members at Virginia Tech. The data base seldom cross-tabulates sex and race and thus this report is unable to address issues of importance to black women at the University. The Taskforce, however, is acutely conscious of the vulnerable status of black faculty on campus and believes patterns of discrimination are closely linked.

The report is a product of hundreds of hours of copying, reformatting, and analyzing institutional data on the faculty at Virginia Tech. Pat Hyer was principal data analyst and author. Many others contributed time, money, and insights--all of which were crucial to the completion of the study.

Women's Network Taskforce on Affirmative Action:

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I. REPRESENTATION OF WOMEN ON THE INSTRUCTIONAL FACULTY

University Perspective

A major purpose of this report was to examine the progress made by the University over the last five years in hiring and promoting women. Has the number and percentage of women increased steadily? Has the number of tenured women increased steadily? Are women progressing through the ranks? An increase in the number and proportion of women on the faculty is a bottom-line measure of affirmative action progress.

Table 1.1 provides a five-year perspective on these questions. It presents a picture of minimal progress. There has been no steady, forward movement. The total number of women is not significantly greater now that it was five years ago (291 vs. 264). The increase in the percentage of women on the faculty is negligible--15.2% to 15.6%.

Figures for ladder-rank faculty have been extracted from Workforce Profile data and reported in Table 1.2 in order to look more closely at the positions of assistant, associate, and full professor over the last eight years. The number and percentage of women in these ranks were rising slowly but steadily between 1975 and 1978. Yet that rate of progress seems to have disappeared over the last five years. Women were 11.6 percent of the ladder-rank faculty in 1978; they are now 11.3 percent. Fluctuations in the count of ladder-rank faculty women over the period suggest there has been no stable increase in numbers either. Though new women have been hired every year, attrition appears to have cancelled any positive change in the gender balance of the ladder-rank faculty. (For purposes of this study, the term ladder-rank faculty designates faculty who have tenure-track positions--i.e., Assistant, Associate, and Full Professors).

TABLE 1.1
Representation of Women on the VPI&SU Instructional Faculty
1978-79 - 1982-83

Rank	Year	Total #	Total # Women	Women as % of Total in Rank	Total # Men	Men as % of Total in Rank
Professor	82-83	454	12	2.6%	442	97.4
	81-82	447	15	3.4%	432	96.6
	80-81	434	12	2.8%	422	97.2
	79-80	413	14	3.4%	399	96.6
	78-79	395	12	3.0%	383	97.0
Associate Professor	82-83	520	42	8.1%	478	91.9
	81-82	502	39	7.8%	463	92.2
	80-81	471	32	6.8%	439	93.2
	79-80	449	23	5.1%	426	94.9
	78-79	425	20	4.7%	405	95.3
Assistant Professor	82-83	525	116	22.1%	409	77.9
	81-82	523	109	20.8%	414	79.2
	80-81	566	117	20.7%	449	79.3
	79-80	590	131	22.2%	459	77.8
	78-79	573	130	22.7%	443	77.3
Instructors	82-83	216	83	38.4%	133	61.6
	81-82	230	89	38.7%	141	61.3
	80-81	225	92	40.9%	133	59.1
	79-80	208	76	36.5%	132	63.5
	78-79	196	69	35.2%	127	64.8
Lecturers	82-83	20	13	65.0%	7	35.0
	81-82	29	19	65.5%	10	34.5
	80-81	32	17	53.1%	15	46.9
	79-80	28	15	53.6%	13	46.4
	78-79	30	18	60.0%	12	40.0
Research Associate	82-83	130	25	19.2%	105	80.8
	81-82	121	28	23.1%	93	76.9
	80-81	133	22	16.5%	111	83.5
	79-80	146	20	13.7%	126	86.3
	78-79	120	15	12.5%	105	87.5
TOTALS	82-83	1865	291	15.6%	1574	84.4
	81-82	1852	299	16.1%	1553	83.9
	80-81	1861	292	15.7%	1569	84.3
	79-80	1834	279	15.2%	1555	84.8
	78-79	1739	264	15.2%	1475	84.8

Data Source: "Workforce Profile, VPI&SU (1982)"

Figures include full-time and part-time faculty.

Table 1.2
Number and Percent Women on the Ladder-Rank Faculty
1975-76 - 1982-83

Year	Total Ladder-Rank Faculty	Number Women	Women as % Total
82-83	1499	170	11.3%
81-82	1472	163	11.1%
80-81	1471	161	10.9%
79-80	1452	168	11.6%
78-79	1393	162	11.6%
77-78	1320	145	11.0%
76-77	1218	113	9.3%
75-76	1174	92	7.8%

Source: WPD, 1980, 1982

The percentage of women at the associate-professor rank has increased over the last five years, from 4.7 percent to 8.1 percent. However, the number and percentage of women at the assistant-professor rank has decreased even though the percentage of doctorates awarded to women has increased every year since 1965 and now stands at 30%. Further, the University has made no lasting progress in increasing the number of women at the full-professor rank (12 now compared to 12 in 1978-79).

Figure 1.1 (WPD, 82) illustrates the pattern of halted progress over the last five years. Figure 1.2 (WPD, 82) provides a view of the current distribution of men and women in the three ladder ranks. Except for the 3 1/2 percent increase at the associate rank, it is a distribution which has changed very little over the five years studied. Yet, in comparison, the 1980-1981 proportion of women at all ranks on the faculties of doctorate-granting universities in the United States was 19.2 percent, and the proportion of women at the full-professor rank for these universities was six percent.

These tables and graphs highlight two points: 1) women are underrepresented, and 2) very little progress has been made over the last five years to correct this persistent, historical imbalance. An important implication of these findings is that the small number (12) and proportion (2.6 percent) of women at the full-professor rank means decision-making reserved for senior faculty is carried out with little or no female participation.

FIGURE 1.1 Representation of Women Among
Ladder-Rank Instructional Faculty, 1978-79 - 1982-83

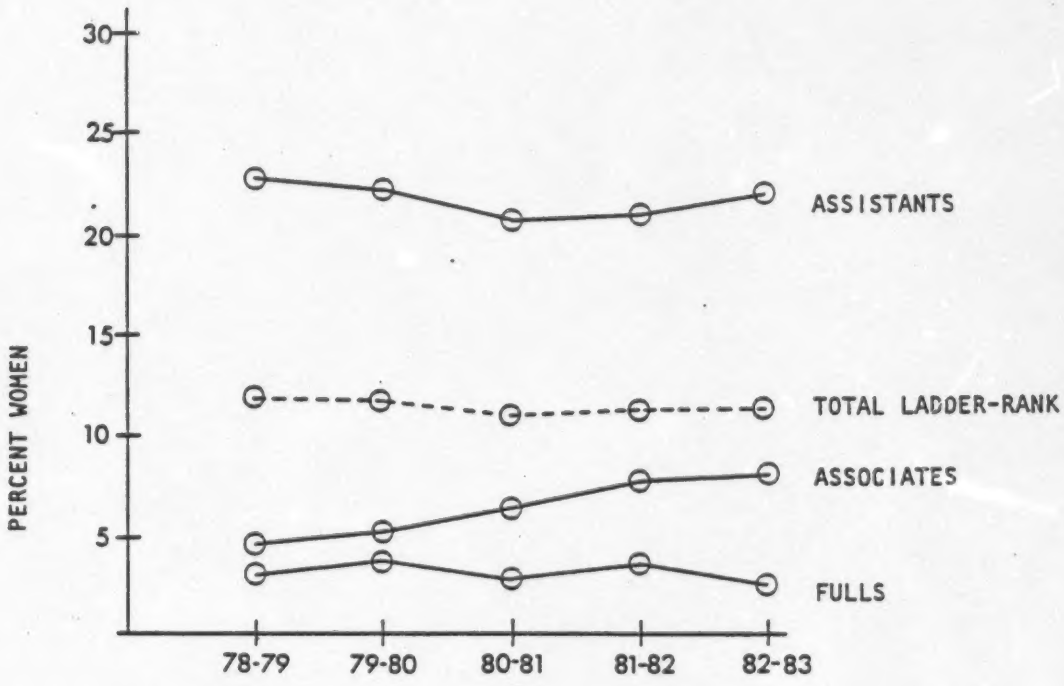
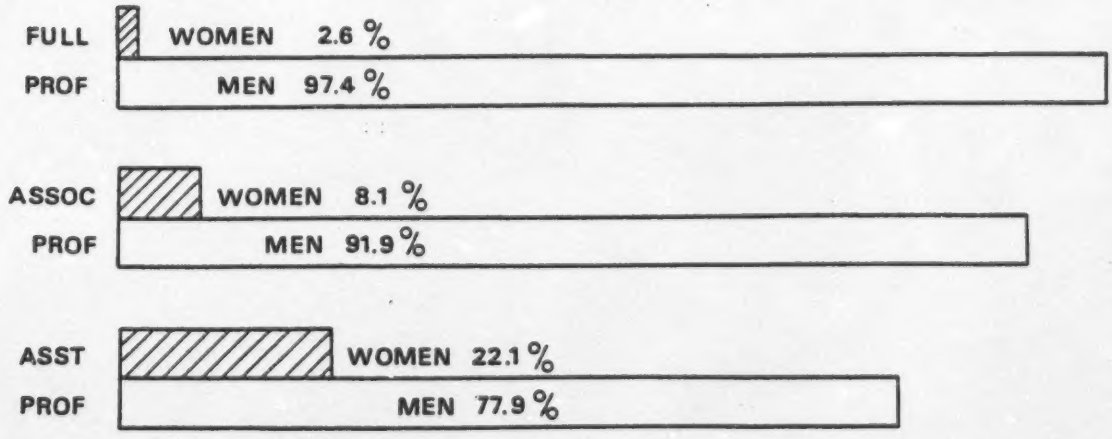


FIGURE 1.2 Current Distribution of Men & Women in
Ladder-Rank Instructional Faculty, 1982-83



College and Department Perspective

While figures for the University as a whole are considered more trustworthy than those reported by department, the Taskforce considered it essential to obtain some perspective on departmental conditions. Two issues were analyzed: 1) where women were located and 2) the current composition of departments compared to the availablility of women doctorates.

In addition, the Taskforce sought to examine whether or not the applicant pools for departments with hiring goals reflected the availability of women in the field, and how many women applicants were eventually interviewed and hired by these departments. However, accurate information in these areas is not available and, thus, the Taskforce was unable to directly assess the results of departmental recruitment processes and hiring decisions.

The first and second issues, however, can be addressed with existing data. This section then will focus on what information does exist on the representation of women in departments and on the availability of women in the doctorate pool.

Table 1.6 at the end of this section provides the detailed figures for each department for 1981-82 and 1982-83. Information listed there includes: the number of full-time ladder-rank faculty, the number of women, and percent of the faculty which is female in both years.

Other headings require more explanation:

Availability: "Availability" as it is used on this table and throughout the report refers to the particular method used by the EO/AA Office to calculate the number of women doctorates available in a certain discipline. The formula used is: sum of doctorates awarded to women in the field, 1974-1981, divided by the sum of doctorates awarded in the field, 1974-1981. This yields a percentage (women as a % of total doctorates).

Number Women Needed for Equitable Utilization: "Equitable utilization" occurs when the percentage of women on the faculty approximates the percentage of women available as defined above. Departments having numbers in this column would need that many women to reach equitable utilization.

One-Year Goal: This is the hiring goal set for the next hiring period. A series of one-year goals should move the department toward equitable utilization. (Departments may have goals and then have no openings. Thus, not all departments would have an

opportunity to reach their one-year goals. Goals also are set for blacks and other minorities.)

The reader is cautioned that fluctuations in reporting methods can cause distortions. For example, faculty with joint appointments in Humanities and another department were counted as Humanities last year. This year, they are reported in their home departments. Visiting faculty also are reported by department.

Table 1.6 is included so anyone wanting to know actual numbers and departmental hiring goals would have easy access to them. To make this information a bit more manageable, Tables 1.3 and 1.4 and Figure 1.3 have been developed to illustrate important points.

The first point is a very positive one: the percentage of women in some departments and colleges does approximate the availability of women as calculated by the EO/AA Office. These are listed in Table 1.3. Taking each as a whole, the Colleges of Architecture, Engineering, and Veterinary Medicine have faculties which reflect availability (10.7%, 1.7%, and 10.4% respectively). Seven departments in Agriculture, seven departments in Arts & Sciences, three departments in Business, and two in Human Resources are also within a few percentage points of the availability figure. There are a few departments with no women at all which are included on the list, because the percentage of women with doctorates in the field is so low.

TABLE 1.3
COLLEGES AND DEPARTMENTS WHERE CURRENT COMPOSITION
APPROXIMATES AVAILABILITY OF WOMEN
1982-83

Full-Time Ladder Rank (LR) Faculty Only

	Total LR Faculty	#Women (% of Total)	Availability[3] of Women	%Women Among Doctorate Recipients 1981
College of Architecture[1]	56	6 (10.7%)	10.8%	n/a
College of Engineering[2]	239	4 (1.7%)	2.3%[4]	3.9%
College of Veterinary Med.[4]	48	5 (10.4%)	10.0%	19.5%
Agriculture & Life Sciences				
Agric Economics	24	1 (4.2%)	7.7%	7.7%
Agric Engineering	27	0 (0%)	3.2%	3.2%
Agronomy	37	1 (2.7%)	3.9%	8.5%
Entomology	20	1 (5%)	8.7%	9.1%
Forestry	23	0 (0%)	3.1%	6.3%
Forestry Products	11	0 (0%)	3.1%	6.3%
Poultry Science	13	1 (7.7%)	7.7%	n/a

Notes:

[1]Total faculty size does not justify departmental breakdown.
[2]Absolute number & percentage availability too small for departmental breakdowns.
[3]Availability is calculated as follows: Number of doctorates awarded to women in the field 1974-1981/Number of doctorates awarded in the field 1974-1981.
[4]This is a weighted mean.

	Total LR Faculty	#Women (% of Total)	Availability[3] of Women	%Women Among Doctorate Recipients 1981
Arts & Sciences				
Ctr for Study of Science in Society	5	1 (20%)	21.8%	19.2%
Communication Studies	10	3 (30.0%)	32.6%	40.3%
Computer Science	15	1 (6.7%)	9.7%	11.2%
Geography	8	1 (12.5%)	12.0%	18.3%
Philosophy & Religion	14	2 (14.3%)	15.9%	18.7%
Statistics	20	2 (10.0%)	13.4%	17.9%
Theatre Arts	10	5 (50.0%)	34.9%	31.1%
Business				
Accounting	18	2 (11.1%)	7.9%	14.5%
Finance, Bus. Law & Insurance	17	1 (5.9%)	7.9%	14.5%
Marketing	13	2 (15.4%)	7.9%	14.5%
Education No Program Area Closely Meets or Exceeds Availability				
Human Resources				
Clothing & Textiles	11	10 (91%)	86.4%	82.5%
Human Nutrition & Foods	15	12 (80%)	31.8%	54.5%

Sources: WPD, 82
"Availability of Women & Minorities for Faculty Positions, 1982" (AA/EEO Office)
Summary Report 1981: Doctorate Recipients from U.S. Universities National Research Council

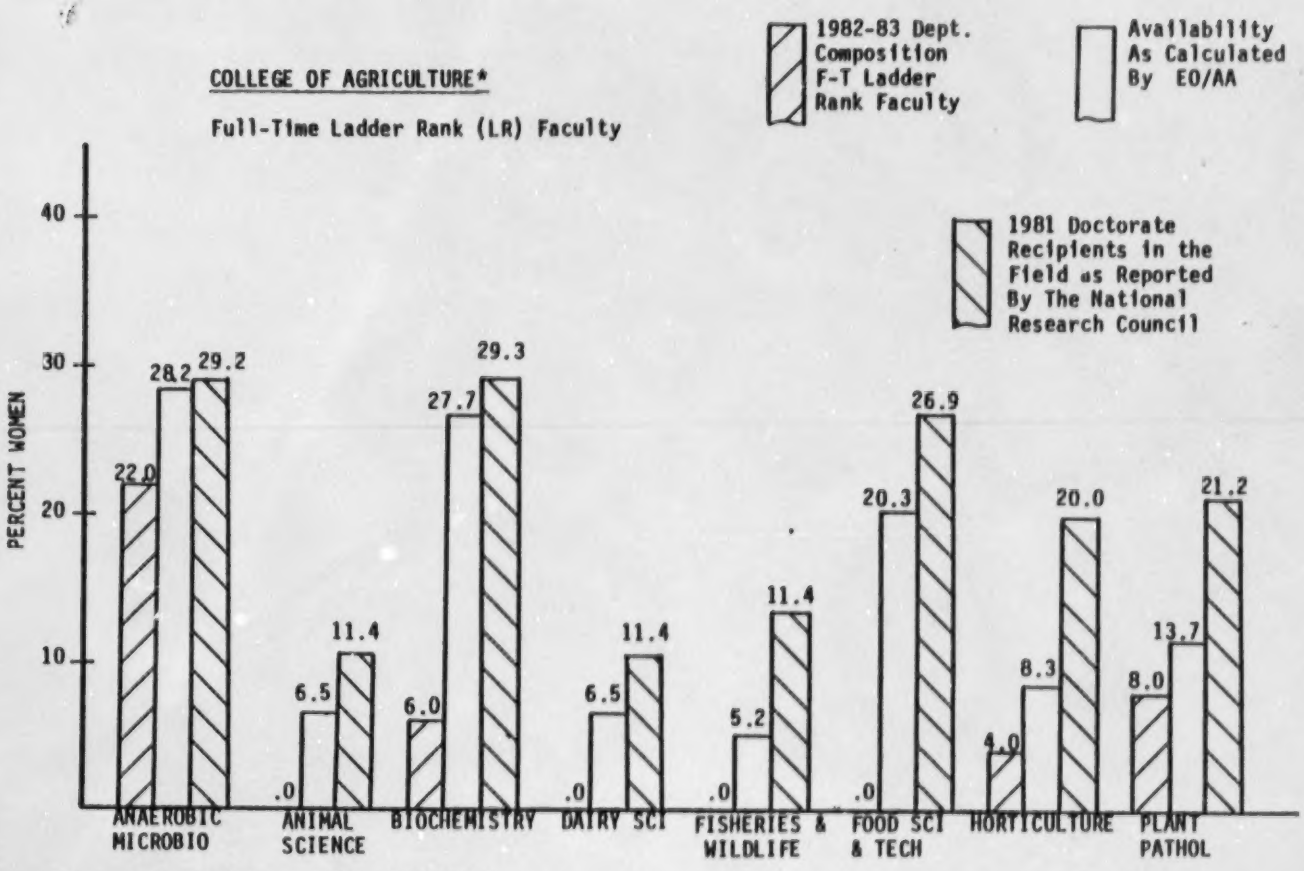
The second point concerns those departments where the gap between current composition and the availability of women is greater. Figure 1.3 presents three pieces of information on each of these departments: the percentage of women on the current ladder-rank faculty, the percentage of women available as calculated by the EO/AA Office, and the percentage of women among 1981 doctorate recipients in the field. This last piece of information provides an estimate of the percentage of women who should be in the applicant pool for a new faculty position.

These bar graphs clearly demonstrate that some of the largest gaps are in those fields where the pool of new Ph.D. women is very good: Art (71%), English (52%), Foreign Languages (56%), History (28%), Music (30%), Political Science (22%), Psychology (44%), Sociology (40%), Biology (29%), Chemistry (15%), all Education fields (36-54%), Biochemistry (29%), Food Science and Technology (27%), and Horticulture (20%). Many of these are fields in which women are receiving a significant percentage of the Ph.D.s. In other words, a search without any special recruiting efforts should turn up some or many qualified women candidates in these fields. We expect this is indeed happening in at least some of the departments, but without accurate information on applicant pools and selection decisions, it is impossible to evaluate the quality and outcome of the effort expended by the departments.

It should be noted that the disciplines used to calcuate availability do not always reflect the range of disciplines actually represented on the current faculty. This can result in underestimating the availability of women. For example, the percentage of women awarded doctorates in architecture is used to estimate availability of women for positions in the College of Architecture and Urban Studies. Yet, the faculty in Urban Studies comes from a wide range of social science disciplines, all of which have a higher proportion of women than does architecture alone.

The third point is that there are still twenty departments which have no women at all. Some of these, as expected, are in areas where qualified women are scarce. Others represent fields where women candidates should be available. Particularly notable are Chemistry, Political Science, and Food Science and Technology where availability is 12, 17, and 20 percent respectively and the percentage of women among current graduates is even higher. Departments with no ladder-rank women faculty are listed along with availability in their field in Table 1.4.

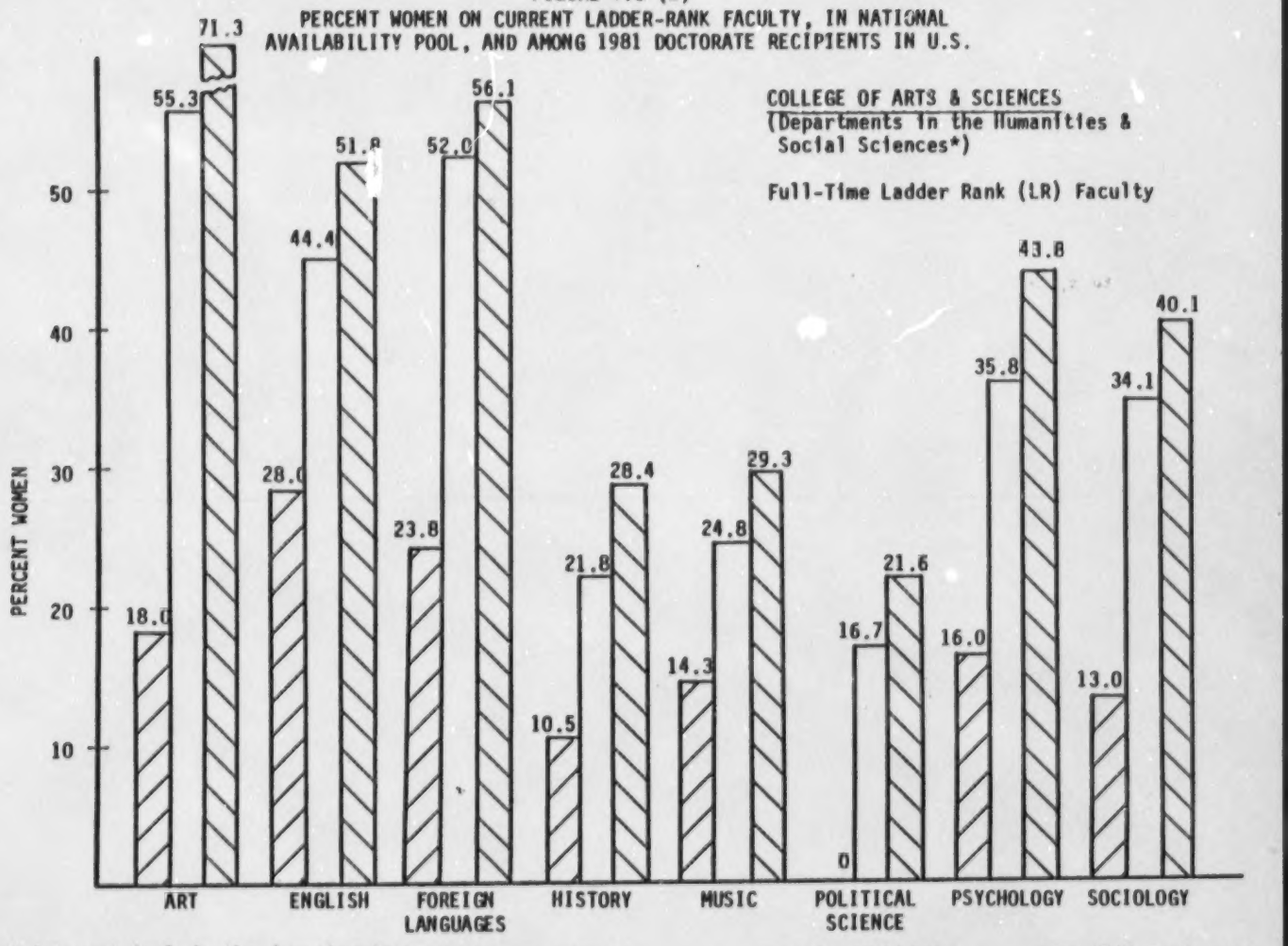
FIGURE 1.3 (a)
PERCENT WOMEN ON CURRENT LADDER-RANK FACULTY, IN NATIONAL AVAILABILITY POOL, AND AMONG 1981 DOCTORATE RECIPIENTS IN U.S.



*Current Composition of the following depts. approximates availability as calculated by the AA/EEO Office: Ag Econ, Ag Eng, Agromony, Entomol, Forestry, Forestry Prod, Poultry Sci.

FIGURE 1.3 (b)

PERCENT WOMEN ON CURRENT LADDER-RANK FACULTY, IN NATIONAL AVAILABILITY POOL, AND AMONG 1981 DOCTORATE RECIPIENTS IN U.S.



*Graph does not include the departments of Com. Studies, Geography, Philos & Rel, Theatre Arts, or Ctr. for the Study of Sci & Society. The current composition of these depts approximates availability as calculated by the AA/EEO Office.

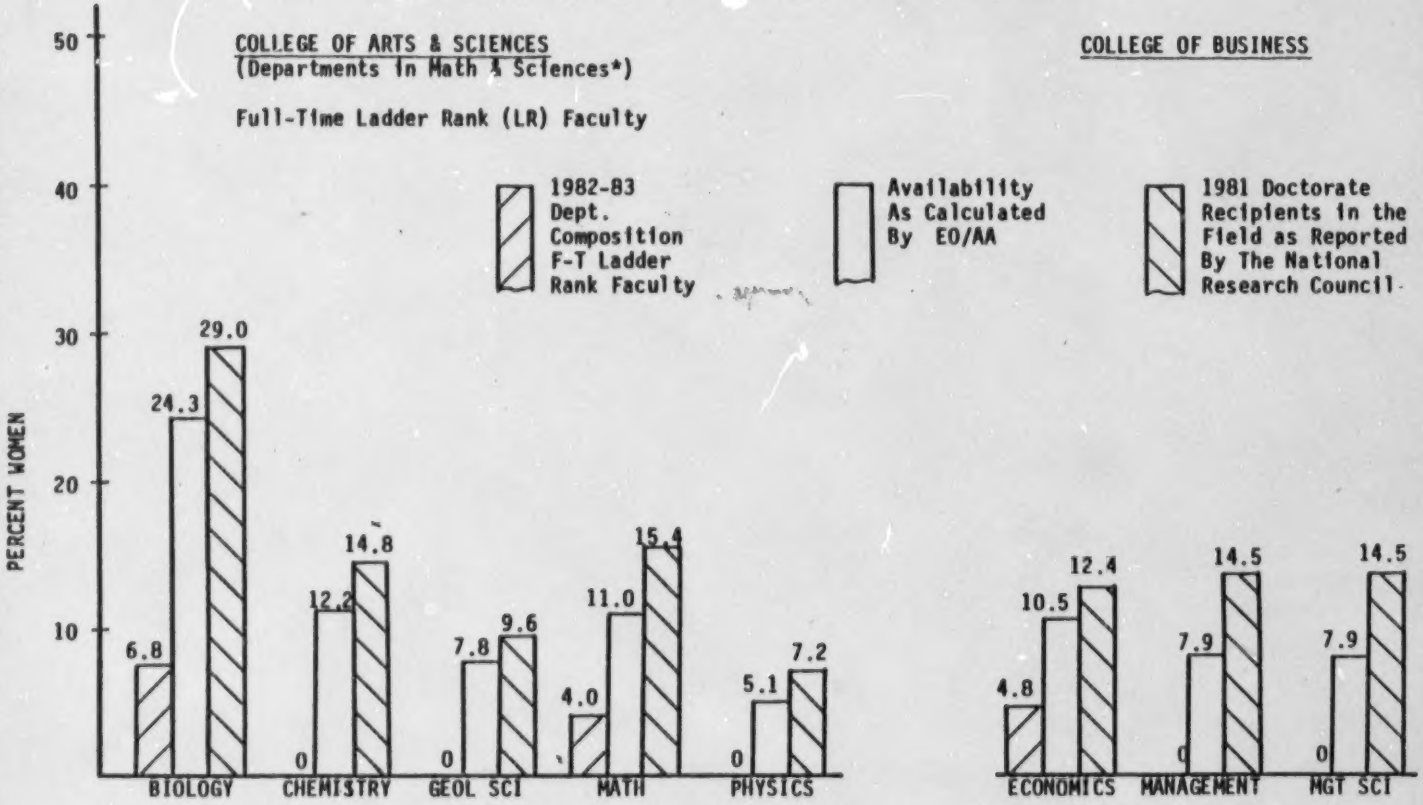
1982-83 Dept. Composition F-T Ladder Rank Faculty

Availability As Calculated By EEO/AA

1981 Doctorate Recipients in the Field as Reported By The National Research Council

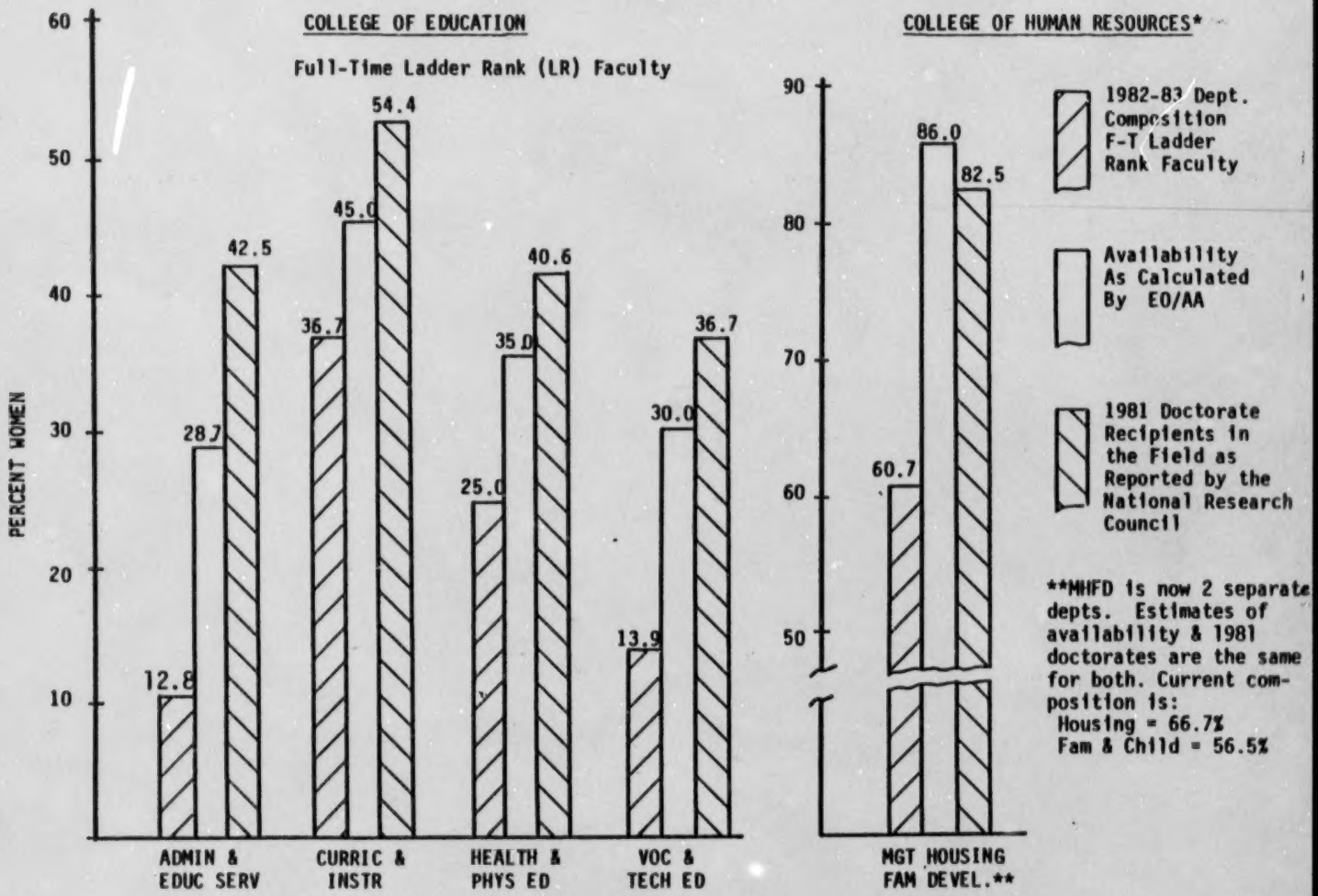
FIGURE 1.3 (c)

PERCENT WOMEN ON CURRENT LADDER-RANK FACULTY, IN NATIONAL AVAILABILITY POOL, AND AMONG 1981 DOCTORATE RECIPIENTS IN U.S.



*Graph does not include depts. of Computer Sci & Statistics in the College of A&S, or Acctg, Marktg, Fin/Bus Law/Ins in the College of Business.
Current composition approximates availability as calculated by AA/EEO Office.

FIGURE 1.3 (d)
PERCENT WOMEN ON CURRENT LADDER-RANK FACULTY, IN NATIONAL AVAILABILITY POOL, AND AMONG 1981 DOCTORATE RECIPIENTS IN U.S.



**MHFD is now 2 separate depts. Estimates of availability & 1981 doctorates are the same for both. Current composition is:
Housing = 66.7%
Fam & Child = 56.5%

*Current Composition of Hum. Nut. & Foods and Clothing & Textiles Exceed Availability as Calculated By AA/EEO Office

TABLE 1.4
DEPARTMENTS IN WHICH THERE ARE NO
WOMEN ON THE LADDER-RANK FACULTY
1982-83

Total # Departments With No Women on Fulltime Ladder Rank Faculty: 20

	# Women On F-T LR Faculty	Availability Of Women	% Women Among 1981 Doctorate Recipients
Agriculture			
Agric. Engineering	0	3.2%	3.2%
Animal Science	0	6.5%	11.4%
Dairy Science	0	6.5%	11.4%
Forestry	0	3.1%	6.3%
Fisheries-Wildlife	0	5.2%	13.6%
Food Science & Tech.	0	20.3%	26.9%
Forestry Products	0	3.1%	6.3%
Arts & Sciences			
Chemistry	0	12.2%	14.8%
Geological Sciences	0	7.8%	9.6%
Political Science	0	16.7%	21.6%
Physics	0	5.1%	7.2%
Business			
Management	0	7.9%	14.5%
Management Science	0	7.9%	14.5%
Engineering			
Aerospace	0	1.0%	0%
Civil	0	2.1%	3.8%
Industrial	0	4.2%	7.9%
Mechanical	0	1.6%	2.9%
Eng. Fundamentals	0	3.0%	2.7%
Mining & Minerals	0	1.6%	0%
Vet Medicine			
Agric & Urban Practice	0	10.0%	19.5%

Sources: AAP and "Availability of Women & Minorities for Faculty Positions, 1982"

Promotion and Tenure Issues

Cumulative progress depends on both active recruitment efforts and high retention rates. Thus, the outcomes of promotion and tenure decisions are critical. The Taskforce sought information on the relative success of men and women moving through the faculty ranks and achieving tenure over the last five years, but found there were insufficient data available to examine the issue. This section presents what information was available from the Workforce Profile and from the Provost's office.

Some progress has been made in increasing the number and percentage of women among the tenured instructional faculty. Table 1.5 (WPD, 82) provides these figures for the five-year period. Twenty-six additional women have been tenured; the years 1979-80 and 1980-81 provided the biggest jumps during the period. There was a net gain of only three tenured women last year, bringing the current total to 67.

Table 1.5
Number & Percent Women Among Tenured Instructional Faculty
1978-79 - 1982-83

	Year	Total Number Tenured Faculty	Number Women	Women as % of Total	Number Men	Men as % of Total
All Ranks	82-83	990	67	6.8%	923	93.2
	81-82	953	64	6.7%	889	93.3
	80-81	937	55	5.9%	882	94.1
	79-80	789	44	5.8%	745	94.4
	78-79	765	41	5.4%	724	94.6

The Provost's office has provided information on the results of action taken by the University Committee in tenure cases. In 1980-81, 52 instructional faculty members were awarded tenure by the Board of Visitors: 42 men and 10 women. In 1981-82, 60 faculty members were awarded tenure: 52 men and 8 women. These numbers stand with no adequate way to evaluate them because information on how many men and women were considered for tenure each year by their respective departments is not available. Without this crucial information, the relative success rate is unknown.

According to data developed from Equal Opportunity/Affirmative Action Workforce Profile data, between 1979-1980 and 1982-1983, the percentages of tenured female full professors and tenured male full professors did not change. These percentages were maintained, however, with the addition of two females and eighty males. In the same period, the percentage of tenured female associate professors grew 2.6 percent and the number of females at that rank increased by 112 percent, from 17 to 36.

The Provost's office is aware that current data are

inadequate and that more reliable data need to be kept on tenure decisions. Figures should include the results of decisions made at every level, starting with the department, if there is to be any meaningful check on equity in the procedures and outcomes.

Moreover, no reliable data exist for assessing the success of women faculty in promotion decisions. Because of varying procedures, departmental figures are not comparable.

Discussion

Some departments are clearly closer to "equitable utilization" than others. A few disciplines have made notable recruiting achievements even though the pool of qualified women was small both in absolute numbers and in percentage. Others, where availability is reasonable to very good, lag behind.

Four critical issues that emerge from this analysis deserve very serious attention. First, imbalance, or underrepresentation, is not just a problem from the legal perspective of needing to reach and maintain "equitable utilization" on the faculty workforce. It has real consequences for the productivity and well-being of women who work in departments with few or no female colleagues. The departments of English, Theatre Arts, and Curriculum and Instruction, The College of Human Resources, and the Library are the only areas where there are significant numbers of women working in the same unit. It is generally considered that a critical mass of women in a department provides a healthy, supportive professional environment for female faculty members. Responses from women on the Sex Equity Perceptions Survey clearly indicate problems associated with tokenism, such as difficulty in being accepted as a peer by male colleagues, and not being fully integrated in department and university activities.

Second, underrepresentation is also an educational problem. Many of the departments exhibiting large gaps also have a large percentage of women among their majors. Yet, these women students have few models of achieving women in their discipline. While women faculty are not the only way women students can be nurtured and motivated to excel, role models are clearly an important dimension of the collegiate experience for both men and women students. The absence of women faculty, particularly at the higher ranks, makes this desirable educational goal difficult to achieve.

Third, the ready availability of centralized information on searches, hiring, and other critical employment decisions discussed in this report is essential to fulfillment of the University's responsibility. These efforts need to be increased if the University's intent to change historical patterns of discrimination is to be realized.

Fourth, there is real concern about attrition of junior and senior faculty women and the effect such losses have on overall

progress. The number of ladder-rank faculty women has remained nearly constant, yet each Fall a substantial list of newly hired women can be compiled. The University appears to be losing as many women as it gains. Such losses mean no overall progress, nor any progress in building a critical mass of women faculty in units across campus. Therefore, it is essential to discover the reasons for attrition (both voluntary and involuntary) and to work toward a higher retention rate.

Table 1.6 (a)
REPRESENTATION OF WOMEN BY DEPARTMENT 1981-82 and 1982-83

College & Department	1981-82 Total F-T LR Faculty	No. Women	(% of Total)	Availability	No. Women Needed for Equitable Utilization	One Year Goal	1982-83* Total F-T LR Faculty	No. Women	(% of Total)	Availability
AGRICULTURE & LIFE SCIENCES										
Ag Econ	27	1	(3.7%)	3.9%	no goal for women		24	1	(4.0%)	7.7%
Ag Engin	25	0	(0.0%)	0.8%	no goal for women		27	0	(0.0%)	3.2%
Agronomy	35	1	(2.9%)	3.2%	no goal for women		37	1	(3.0%)	3.9%
Anaerobic Microbio.	9	2	(22.2%)	27.5%	no goal for women		9	2	(22.0%)	28.2%
Animal Sci.	24	0	(0.0%)	5.6%	1	1	25	0	(0.0%)	6.5%
Biochem.	14	1	(7.1%)	26.2%	3	1	17	1	(6.0%)	27.7%
Dairy Sci.	17	0	(0.0%)	5.5%	1	1	17	0	(0.0%)	6.5%
Entomology	19	1	(5.3%)	8.0%	1	1	20	1	(5.0%)	8.7%
Fisheries & Wildlife	12	0	(0.0%)	3.8%	no goal for women		9	0	(0.0%)	5.2%
Food Sci. & Tech.	13	0	(0.0%)	18.3%	2	1	14	0	(0.0%)	20.3%
Forest Prod.	9	0	(0.0%)	3.4%	no goal for women		11	0	(0.0%)	3.1%
Forestry	24	0	(0.0%)	3.4%	1	1	23	0	(0.0%)	3.1%
Horticulture	23	1	(4.4%)	5.8%	no goal for women		23	1	(4.0%)	8.3%
Plant Patho. & Physio.	24	2	(8.3%)	12.2%	1	1	24	2	(8.0%)	13.7%
Poultry Sci.	13	1	(7.7%)	6.9%	no goal for women		13	1	(8.0%)	7.7%
Ag Research Centers	20	0	(0.0%)	5.9%	2	2	23	0	(0.0%)	7.1%
Dir. Sch. of Forestry	2	0	(0.0%)	25.0%	1	1	2	0	(0.0%)	3.1%
Adm. Coll. of Agri.	5	0	(0.0%)	25.0%			6	0	(0.0%)	7.1%
Internat. Ag. Program							2	0	(0.0%)	7.1%
TOTALS	315	10	(3.2%)		12	10	326	10	(3.1%)	

*As of October 31, 1982

Table 1.6 (b)

REPRESENTATION OF WOMEN BY DEPARTMENT 1981-82 and 1982-83

College & Department	1981-82 Total F-T LR Faculty	No. Women	(% of Total)	Availability	No. Women Needed for Equitable Utilization	One Year Goal	1982-83** Total F-T LR Faculty	No.. Women	(% of Total)	Availability
ARTS & SCIENCE										
Art	11	3	(27.3%)	52.7%	3	1	11	2	(18.0%)	55.3%
Biology	46	3	(6.5%)	23.3%	8	4	44	3	(6.8%)	24.3%
Ctr for Study of Scl & Soc	4	2	(50.0%)	25.0%	no goal for women		5	1	(20.0%)	21.8%
Chemistry	28	0	(0.0%)	11.6%	3	1	27	0	(0.0%)	12.2%
Comm Studies	9	2	(22.2%)	29.3%	1	1	10	3	(30.0%)	32.6%
Computer Scl.	14	1	(7.1%)	9.2%	no goal for women		15	1	(6.7%)	9.7%
English	56	12	(21.4%)	42.4%	12	6	57	16	(28.0%)	44.4%
For. Lang.	18	3	(16.7%)	50.4%	6	3	21	5	(23.8%)	52.0%
Geography	8	1	(12.5%)	10.8%	no goal for women		8	1	(12.5%)	12.0%
Geol. Scl.	23	0	(0.0%)	7.3%	2	1	21	0	(0.0%)	7.8%
History	26	1	(3.6%)	20.5%	3	1	29	3	(10.3%)	21.8%
Humanities*	21	8	(38.1%)	49.4%	2	1	2	0	(0.0%)	47.6%
Math	49	1	(2.0%)	10.7%	4	2	50	2	(4.0%)	11.0%
Music	21	2	(9.5%)	23.8%	3	1	21	3	(14.3%)	24.8%
Philos. & Relig.	10	1	(10.0%)	15.1%	1	1	14	2	(14.3%)	15.9%
Physics	32	0	(0.0%)	4.6%	1	1	32	0	(0.0%)	5.1%
Pol. Science	15	0	(0.0%)	15.7%	2	1	17	0	(0.0%)	16.7%
Psychol.	21	3	(14.3%)	33.8%	4	2	25	4	(16.0%)	35.8%
Statistics	20	1	(5.0%)	12.4%	1	1	20	2	(10.0%)	13.4%
Sociology	26	3	(11.5%)	32.0%	5	2	23	3	(13.0%)	34.1%
Theatre Arts	8	5	(62.5%)	33.3%	0	0	10	5	(50.0%)	34.9%
Reynolds	1	0	(0.0%)	49.4%	0	0	1	0	(0.0%)	47.6%
Adm. A&S	7	1	(14.0%)	25.0%	0	0	15	2	(13.0%)	25.8%
TOTALS	474	53	(11.0%)		61	30	478	58	(12.1%)	

*Humanities faculty are reported in Humanities in 1981-82 and in their home departments, 1982-83.

**As of October 31, 1982

Table 1.6 (c)
REPRESENTATION OF WOMEN BY DEPARTMENT 1981-82 and 1982-83

College & Department	1981-82 Total F-T LR Faculty	No. Women	(% of Total)	Availability	No. Women Needed for Equitable Utilization	One Year Goal	1982-83* Total F-T LR Faculty	No. Women	(% of Total)	Availability
ARCHITECTURE										
Archit. & Envir. Des	37	3	(8.1%)	10.8%	1	1	32	2	(6.3%)	10.8%
Envir. & Urban Sys.	23	4	(17.4%)	13.9%	no goal for women		22	4	(18.0%)	10.8%
Env. Des. & Planning	1	0	(0.0%)	10.8%	no goal for women		0	0	(0.0%)	
Admin. Arch.	2	0	(0.0%)				2	0	(0.0%)	10.8%
TOTALS	63	7	(11.1%)				56	6	(10.7%)	10.8%
EDUCATION										
Admin. & Ed. Ser.	38	5	(13.2%)	26.2%	5	2	39	5	(12.8%)	28.7%
Curric. & Inst.	32	10	(31.3%)	42.7%	4	2	30	11	(36.7%)	45.0%
Health & PE	15	5	(33.3%)	34.2%	no goal for women		16	4	(25.0%)	35.0%
Voc. & Tech. Ed.	35	5	(14.3%)	28.2%	5	2	36	5	(13.9%)	30.0%
Admin. Educ.	4	1	(25.0%)				4	1	(25.0%)	28.7%
TOTALS	124	26	(21.0%)				125	26	(20.8%)	

*As of October 31, 1982

Table 1.6 (i)
REPRESENTATION OF WOMEN BY DEPARTMENT 1981-82 and 1982-83

College & Department	1981-82 Total F-T LR Faculty	1981-82 No. Women	1981-82 (% of Total)	1981-82 Availability	No. Women Needed for Equitable Utilization	One Year Goal	1982-83* Total F-T LR Faculty	1982-83* No. Women	1982-83* (% of Total)	1982-83* Availability
BUSINESS										
Accounting	19	2	(10.5%)	6.8%	no goal for women		18	2	(11.1%)	7.9%
Economics	28	1	(3.6%)	10.0%	2	1	21	1	(4.8%)	10.5%
Fin., Ins., Bus. Law	17	2	(11.8%)	6.9%	no goal for women		17	1	(5.9%)	7.9%
Marketing	14	1	(7.1%)	6.9%	no goal for women		13	2	(15.4%)	7.9%
Management	17	0	(0.0%)	6.9%	1	1	17	0	(0.0%)	7.9%
Mgmt. Sci.	8	0	(0.0%)	6.9%	1	1	10	0	(0.0%)	7.9%
Adm. Business	2	0	(0.0%)	25.0%	no goal for women		4	1	(25.0%)	7.9%
Bus. Off-Campus	1	0	(0.0%)	6.9%	no goal for women		2	0	(0.0%)	7.9%
Bus. Exten. Program							1	0	(0.0%)	7.9%
TOTALS	106	6	(5.7%)		4	3	103	7	(6.8%)	
ENGINEERING										
Aerospace	14	0	(0.0%)	0.9%	no goal for women		15	0	(0.0%)	1.0%
Chemical	12	1	(8.3%)	1.9%	no goal for women		15	1	(7.0%)	2.3%
Civil	34	0	(0.0%)	1.9%	1	1	34	0	(0.0%)	2.1%
Electrical	38	1	(2.6%)	1.9%	no goal for women		37	1	(3.0%)	2.3%
Eng. Fund.	13	0	(0.0%)	2.6%	no goal for women		12	0	(0.0%)	3.0%
Eng. Sci. & Mech.	39	0	(0.0%)	1.6%	1	1	40	1	(3.0%)	1.6%
Industrial	24	0	(0.0%)	3.3%	1	1	26	0	(0.0%)	4.2%
Mechanical	32	0	(0.0%)	1.3%	no goal for women		35	0	(0.0%)	1.6%
Materials	11	0	(0.0%)	2.8%	no goal for women		10	1	(10.0%)	3.4%
Mining & Materials	8	0	(0.0%)	1.8%	no goal for women		9	0	(0.0%)	1.6%
Admin. Eng.	5	0	(0.0%)	25.0%	no goal for women		5	0	(0.0%)	3.0%
Eng. Exten.							1	0	(0.0%)	3.0%
TOTALS	230	2	(0.9%)		3	3	239	4	(1.7%)	

*As of October 31, 1982

Table 1.6 (e)
REPRESENTATION OF WOMEN BY DEPARTMENT 1981-82 and 1982-83

College & Department	1981-82 Total F-T LR Faculty	1981-82 No. Women	1981-82 (% of Total)	1981-82 Availability	No. Women Needed for Equitable Utilization	One Year Goal	1982-83* Total F-T LR Faculty	1982-83* No. Women	1982-83* (% of Total)	1982-83* Availability
HUMAN RESOURCES										
Clothing & Textiles	11	10	(90.9%)	86.9%	no goal for women		11	10	(91.0%)	86.4%
Family & Child Devel.	26	15	(57.7%)	81.9%	6	3	16	9	(56.3%)	86.0%
Housing, Int. Des. Res. Mgt.							12	8	(66.7%)	86.0%
Human Nut. & Foods	14	11	(78.6%)	31.1%	no goal for women		15	12	(80.0%)	31.8%
Admin. Human Res.	3	2	(66.7%)				3	2	(67.0%)	86.0%
Off-Campus							1	1	(100.0%)	86.0%
TOTALS	54	36	(66.7%)		6	3	58	42	(72.4%)	
VETERINARY MEDICINE										
Agric & Urban Pract.	11	0	(0.0%)	8.3%	1	1	16	0	(0.0%)	10.0%
Pathol. & Pub. Pract.	11	1	(9.1%)	8.3%	no goal for women		13	1	(7.7%)	10.0%
Vet. Biol.	10	2	(20.0%)	8.3%	no goal for women		14	3	(21.4%)	10.0%
Experimental Station	2	0	(0.0%)	8.3%	no goal for women		2	0	(0.0%)	10.0%
Admin. Vet. Med.	2	0	(0.0%)	25.0%	1	1	3	1	(33.0%)	10.0%
TOTALS	36	3	(8.3%)	8.3%	2	2	48	5	(10.4%)	10.0%

Source: Data are from worksheets for the 1981-1982 Affirmative Action Plan Updates.

*As of October 31, 1982

II. REPRESENTATION OF WOMEN IN THE ADMINISTRATION

This section has three parts. The first is an analysis of Workforce Profile data on Administrative Faculty. The second part is an update of the 1980 report prepared by the Subcommittee on Women of the University EO/AA Committee, which addressed the status of women in administration at that time. Lastly, it discusses the findings.

Analysis of Workforce Profile Data

Women in administration at Virginia Tech fit into one of two basic groups: those who, as vice-presidents, deans, directors, or department heads, make policy for their units and supervise its implementation; and those who, although doing administrative work of various kinds, are more involved in the implementation of policy than in setting it. There are only four women in policy-making administrative positions: the Vice-President for Student Affairs and three department heads. All three female department heads are in the College of Human Resources.

It is difficult to describe the administrative work done by the remaining women because the variety of their assignments is broad and because the figures in Tables 2.1 and 2.2 include ladder-ranked library staff members who do unique kinds of administrative work. Subtracting the 30 ladder-ranked library staff members (see Table 4.10) from the 55 female administrators with faculty rank reported in 1982 leaves 25 female administrators with faculty rank who are not librarians (55-30=25).

Many of these women are found in the following administrative areas: Admissions, Cooperative Education, Counseling, Development, Educational Communications, Financial Aid, Learning Resources, Placement, Public Affairs, Registrar's Office, and Student Affairs. Not all the women holding positions near the top of the ladder (numbers 2-4 from the top) in these fields, however, hold faculty rank. Many are members of the classified staff.

Table 2.1
Representation of Women Among VPI&SU Administrative Faculty
1978-79 to 1982-83

	Year	Total	Total # Women	Women as % of Total
	82-83	170	55	32.3
All	81-82	174	53	30.5
Ranks	80-81	179	54	30.2
	79-80	182	52	28.6
	78-79	175	49	28.0

Table 2.2
Number and Percent of Tenured Women Administrative Faculty

	Year	Total # Tenured Faculty	Tenured Women	Women as % of Total Tenured
All Ranks	82-83	64	16	25.0
	81-82	62	14	22.6
	80-81	66	14	21.2
	79-80	62	10	16.1
	78-79	62	11	17.7

Update of the 1980 EO/AA Committee Report on Women in Administration

In Spring 1980, the Subcommittee on Women of the Committee on Equal Opportunity/Affirmative Action collected information on the number of women in administrative positions at the department, college, and University levels. After documenting the virtual absence of women in policy-making positions, they recommended five- and ten-year hiring goals to improve female representation in administration. The report and recommendations were approved by the full Committee and sent forward for consideration by the President and the executive officers. No action was taken on these recommendations at the time.

What follows below is the body of the 1980 Subcommittee report along with a 1982-83 update in italics.

Present Status of Women

A. No woman is an executive officer of the University.

A-1. *One woman is an executive officer of the University, and in fall, 1981, a woman was hired as University counsel.*

B. No woman sits with the executive officers of the University in their policy making staff meetings.

B-1. *Three women attend the president's weekly staff meetings.*

C. With the retirement August 31, 1980, of the present dean of Home Economics, no women will be serving as an academic dean of the University.

C-1. *No woman serves as an academic dean of the University.*

D. Except for the Extension Division, no women are employed as associate deans at Virginia Tech.

D-1. *Including the Extension Division, four women are employed as associate deans at Virginia Tech.*

E. Only two academic department heads at the University are women; both of these are in the College of Home Economics. Thus the administrative organizational structure at the University does not provide adequately for the input of women in the policy making apparatus of the University at most levels. If VPI is to meet the needs of the citizens of the Commonwealth in higher education, this lack of representation of women must be rectified.

E-1. *Only three academic department heads at the University are women; all are in the College of Human Resources.*

Recommendations

I. The president of the University should employ within the next academic year, 1980-81, as his assistant a woman who is a recognized leader in higher education. This assistant should serve in a policy making capacity, be a member of the president's staff, and serve as his chief advisor on matters relating to the welfare of Virginia Tech faculty and staff who are women.

I-1. *In 1982-83, three women work with the President: the University Counsel, an Administrative Assistant, the Manager of the Equal Opportunity/ Affirmative Action Office; a portion of the goal of recommendation I has, therefore, been met.*

II. In each of the five offices at the level of Provost and Vice-president, a systematic plan needs to be developed and implemented to utilize services of competent women (at least five at the level of associate dean and one in each of these offices) as quickly as possible: Provost, Administration, Development, Finance, and Student Affairs. At least half of these appointments should be made by 1985. The transition to shared male/female policy making should be implemented in all central administration offices by 1990.

II-1. *In 1982-83, women are employed in three of the five offices named: Administrative Assistant to the President, the Budget Director in the Finance office, and the Vice-president for Student Affairs.*

III. At least one-fourth (not fewer than 2 out of 8) of the academic deans should be women. We strongly recommend that the next two academic deans employed at the University be qualified women.

III-1. *Three academic deans have been appointed since 1 July 80; all are men.*

IV. By 1985, at least one-fourth of the associate academic deans at the University should be women. By 1990, at least one-half of the associate academic deans should be women. It is further recommended that each college at Virginia Tech employ at least one female associate academic dean.

IV-1. *In 1982-83, four female associate academic deans are employed at Virginia Tech: one in Arts and Sciences, one in Extension, and two in Human Resources. While 17% of the associate academic deans at the university are women (four out of a total of twenty-four), they are found in only three academic areas.*

V. At least one-fourth of the department heads in each of the colleges should be women; half of this number of women (67 ÷ 4 = 17 ÷ 2 = 9) should be hired by 1985 and the remainder no later than 1990.

V-1. *Of the sixty-seven department heads at the University in 1982-83, three are women (4%). Of these sixty-seven department heads, thirty-six (54%) were hired on or after 1 July 1980.*

VI. The ranks of full professor and associate professor should include at least 30 and 50 women, respectively, by 1985 and 50 and 80 women, respectively, by the end of this decade (1990).

VI-1. *In 1982-83, there are fifteen female full professors at the University--twelve instructional faculty members and three administrators; there are forty-eight female associate professors--forty-two instructional faculty members and six administrators. To implement the goal for 1985, the University would need to hire fifteen female full professors and two female associate professors.*

Discussion

From the Workforce Profile data, it appears that women have a significant share of the administrative faculty positions (32.3%). However, the category is quite misleading since it includes faculty-ranked librarians. More than half of all the "administrative" women are professional librarians. Only by classifying librarians as administrators do the results show "equitable utilization" for women in administration.

Women are severely underrepresented in policy making positions. There are no female deans and only three female department heads out of 67. There is one female vice-president.

Women are a greater proportion of the non-policy making administrators. But here, too, men head all the offices. Rarely has a woman made it to the "short list" or interview stage for these higher-level positions at Virginia Tech. Since availability data are by discipline and since the academic fields represented by the current directors of these offices are so diverse, it is impossible to offer meaningful availability data. Other, more general studies, suggest that women with highly developed communication skills and administrative ability and experience are indeed available to provide leadership for these offices at Virginia Tech.

One way for women to move more rapidly into administrative positions at Virginia Tech would be for search committees in the kind of areas named to make a concerted effort to generate applications from women and move them through the process so that there is at least one woman in the final group of three or four brought to campus. In addition to giving women an opportunity to be hired, interviewing them would help male members of search committees to realize that women are able, articulate, present themselves well—in short, that they can survive a thoroughly professional interview and evaluation.

While the route preferred for many women with faculty rank is the path upward through academic administration, the University community as a whole would benefit from the presence of more women in more responsible positions than is currently the case.

III. REPRESENTATION OF WOMEN IN UNIVERSITY GOVERNANCE

The current composition of the three major governing bodies--the Board of Visitors, the University Council, and the Faculty Senate--is provided here for the record.

The Board of Visitors has 14 members appointed by the Governor of Virginia to staggered four-year terms. There are two women currently serving on the Board.: Mary Fray of Culpeper, reappointed to her second term in July 1981, and Linda Pedigo of Alexandria, appointed in July 1979.

The membership of the University Council is made up of the President; the Provost; four Vice-Presidents; the College Deans; Chairmen of the four major Commissions; the Deans of the Graduate School, Research, and Extension; the Director of the Library; one elected faculty representative from each college; seven senators from the Faculty Senate; seven student representatives; and one representative of classified employees. In 1982-83, five women served as members of the Council: Sandra Sullivan, Vice-President for Student Affairs; Victoria Fu, faculty representative of the College of Human Resources; Jean Thompson, Library, representing the Faculty Senate; Sharon Williams and Vickie King, student representatives.

The Faculty Senate is composed of elected representatives. In 1982-83, three of the 40 senators are women, one each from the Library, Human Resources, and Arts & Sciences.

IV. SALARY STUDY

Introduction

The purpose of this section is to examine the salary data to see if there are patterns of bias against women.

The University EO/AA Office examines salary data sorted by department and rank on an annual basis. Questions are raised with the appropriate department heads and deans concerning salaries that appear to be out of line. Reasonable differences based on varying levels of responsibility, years of experience, and merit are accepted. Differences which cannot be justified on these or similar grounds are not accepted. This type of analysis necessarily focuses on individual cases.

Large-scale analyses of salary data are not performed on a routine basis. Thus, it was not possible to obtain clear answers to such questions as: Are there patterns of salary bias among or within departments? Are the annual percentage increases awarded to female faculty members at least as great as increases awarded male faculty? Are there particular problems of salary inequity for women who have been at Virginia Tech a long time? These are major issues in the literature on salary discrimination in academe.

One reason such analyses are not done is that they are so difficult and every method can be challenged in some way. Nevertheless, the Taskforce believes the bigger picture deserves more attention and can provide clues worthy of further exploration. This study does not prove discrimination, or the lack of it, in any individual case. It is, however, one more tool to monitor equity in the treatment of women and to alert concerned administrators to potential problems.

Methods of Analysis

Two major methods of examining the salary data were used. The first, a comparison of salary averages by rank and sex within a department, provides only limited information since most women are either concentrated in a few departments (e.g. English, Human Resources, Curriculum & Instruction) or are widely scattered, making it impossible to calculate a female mean salary by rank. The results of the analysis are worth reporting however, and they are included under the appropriate college headings.

A second method of analysis seemed essential for aggregating all the individual women who have few or no female counterparts at their rank or even in their department. The first step was to

calculate the average male salary for every rank in which there were at least three men. This was done for every department that had at least one woman on the ladder-rank faculty. The salaries of individual women were then compared to this average, producing a percent: female salary X was ___% of the average male salary for the same rank and department. For example:

female salary/average male salary = $27,800/$28,322 = .97 (97%)

These individual ratios were aggregated by department and college and are reported in Table 4.1.

The following precautions were taken to eliminate obviously anomalous cases:

1. Upper rank male faculty whose salaries were approximately half of the typical salary for their rank were omitted from all calculations. Numerous calls to departments confirmed that these were cases of partial salary for faculty on leave.

2. All known research associates were omitted. These people were classified as associate professors on the University's printout making absolute identification difficult, but numerous cases were checked and omitted.

3. Some departments have faculty on both academic year (AY) and calendar year (CY) salaries. Conversion factors were provided by the Payroll Office. In each case, the most prevalent time period was used. Academic year salaries were multiplied by 1.222 to obtain a calendar year equivalent. Calendar year salaries are multiplied by .8181 to obtain academic year equivalents.

4. In the few cases where a rank was dominated by women and there were too few men to calculate a male average, the above analysis was performed in reverse. That is, the individual male salary was divided by the female mean.

5. Checks were made on especially low salaries. Part-time salaries for men and women were removed. No analysis was done of salaries for permanent part-time faculty since these people were generally not included on the printout.

6. Visiting faculty are included because there was no way to distinguish these from permanent faculty on the printout and they are currently counted in the Workforce Profile figures. Faculty on leave without pay from Virginia Tech did not appear on the printout and, thus, were not included. Faculty with joint appointments were included in the department where they appeared on the printout.

7. Department heads are included at their appropriate rank as they were reported on the printout. Deans and other college administrators are not included.

TABLE 4.1
WOMEN'S SALARIES COMPARED TO THE AVERAGE MALE SALARY FOR THEIR RANKS & DEPT.

COLLEGE Department*	No. L-R Women Faculty	Percent of Male Average Salary, Same Rank									No Comparison Possible
		≤85	86-89	90-93	94-97	98-101	102-105	106-109	110-113	114≥	
AGRICULTURE											
Agric. Econ.	1						1				
Agronomy	1				1						
Anaerobic Microbio.	2									1	1
Biochem.	1					1					
Entomol.	1	1									
Horticulture	1				1						
Plant. Patho.	2							1		1	
Poultry Sci.	1										1
TOTAL, AG	10	1			2	1	1	1		2	2
ARCHITECTURE											
Arch & Env. Design	2	1			1						
Env. & Urb. Systems	4		1	1					2		
TOTAL, ARCH.	6	1	1	1	1	0			2		0
BUSINESS											
Accounting	3					1	2				
Economics	1					1					
Marketing	3					3					
Finance	1			1							
TOTAL, BUS.	8			1		5	2				
VET. MED.											
Vet. Biol.	3			3							
Pathol. & Pub. Pract.	1			1							
TOTAL, VET MED	4			4							
ARTS & SCIENCES											
Art	3			2							1
Biol.	3		1		1			1			
Ctr. for Sci.	1										1
Com. Studies	3		1		1						1
Comp. Sci.	1		1								
English	14		1	4	2	4	2		1		
For. Lang.	5	1	1	2					1		
Geog.	1						1				
History	3			2		1					
Math	3	1			1		1				
Music	3		1					1			
Philos/Rel	2	1				1					
Psych	4	1		1			1			1	
Soc.	3				2	1					
Statistics	2			1	1						
Theatre Arts	5										5**
TOTAL, A&S	56	4	6	12	8	7	5	2	3	1	8

TABLE 4.1 (cont.)
WOMEN'S SALARIES COMPARED TO THE AVERAGE MALE SALARY FOR THEIR RANKS & DEPT.

COLLEGE Department*	No. L-R Women Faculty	Percent of Male Average Salary, Same Rank									No Comparison Possible
		≤85	86-89	90-93	94-97	98-101	102-105	106-109	110-113	114≥	
EDUCATION											
Admin & Ed. Serv.	5			2			1	1	1		
Curric. & Inst.	10	5	1	1		1	1	1			
Health & Phys. Ed.	4		1	1			1				1
Voc. & Tech. Ed.	5		1		1	2	1				
TOTAL, EDUC.	24	5	3	4	1	3	4	2	1		1
ENGINEERING											
Engr. Sci. & Mech.	1			1							
Chem. Engr.	1				1						
Elect. Engr.	1					1					
Materials	1										1
TOTAL, ENGR.	4			1	1	1					1

HUMAN RESOURCES

Comparisons with a male mean salary could not be done; too few men at most ranks. In six cases individual male salaries could be compared to the female mean salary to test for bias against men. These men earned 75,82,88,109,115, & 118 percent of the average salary for women at their rank.

*Includes only departments where there is at least 1 women on the ladder rank faculty.
**The assistant rank has 4 women and 2 men. The salaries of the 2 men were compared to the female mean to test for bias against males. The men earned 114% and 139% of the female mean.

Limitations of the Study

This salary study is necessarily constrained because of the limited data base. We had access to name, department, rank, and salary based on academic year or calendar year. We did not have data on important variables such as years of experience, date of initial appointment, number of years in rank, or any measure of achievement in teaching, research, or service. These are, of course, valid bases for salary differences and knowledge about them is essential for determining whether discrimination on the basis of sex has been a factor in setting any one person's salary compared to her or his peers.

In some cases, especially where the number of men is small (3 or 4), the average male salary could be much higher than women's salaries for legitimate reasons. For example, the woman was just promoted to associate professor but the particular men at that rank were promoted five or more years earlier. It should be remembered, however, that the great majority of women are at the assistant-professor rank where differences in length of experience are minimized. All women were not hired last year or the year before, nor have all men been at Virginia Tech for many years.

It is also possible that individual female salaries which are the same as the male average, or even greater, may actually be biased as well. If talent is approximately evenly distributed among men and women, then some women, the especially gifted and productive, should be earning comparatively higher salaries. There are many instances of this among men, but there appears to be only one woman on campus for whom this is clearly the case. Another possible instance looks more like rank discrimination, since the female in question earns a salary almost equal to the male average for the next higher rank.

Thus, readers should bear in mind that there are multiple explanations for and interpretations of the data.

The Findings

Table 4.1 provides the results of all comparisons of the salaries of individual women to the male average for their rank. The table is referenced in the discussion of findings for each college.

College of Agriculture:

Ten women were identified in Agriculture; they are scattered thoughout the College in eight departments. Five were assistant professors. Two of these had no male counterparts at their rank and no comparison could be made. The three other assistants earned 94, 98, and 108 percent of the male mean for their rank

and department. The three women at the associate rank earned 94, 102, and 116 percent of the male mean for their rank. The two female full professors in the College were at the extremes: one earned 81% of the mean for male full professors in her department and the other earned 123%. These percentages are included by department on Table 4.2.

Average salaries by rank, sex, and department were also calculated. These are reported below for departments which have at least one ladder-rank woman.

Table 4.2
Average Salaries by Rank & Sex for Departments in the College of Agriculture & Life Sciences, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Anaerobic Microbiol	Full	5	$48,940 (CY)	1	*
	Assoc	2	*	0	
	Asst	0		1	*
Agric Econ	Full	9	$47,900 (CY)	0	
	Assoc	4	$36,300 (CY)	1	*
	Asst	11	$28,452 (CY)	0	
Agronomy	Full	11	$44,637 (CY)	0	
	Assoc	10	$37,070 (CY)	0	
	Asst	13	$29,895 (CY)	1	*
	Inst	3	$28,467 (CY)	0	
Entomology	Full	7	$45,443 (CY)	1	*
	Assoc	7	$33,600 (CY)	0	
	Asst	5	$25,260 (CY)	0	
Horticulture	Full	6	$41,500 (CY)	0	
	Assoc	7	$33,451 (CY)	1	*
	Asst	11	$29,773 (CY)	0	
Plant Pathology	Full	9	$42,911 (CY)	0	
	Assoc	5	$36,260 (CY)	1	*
	Asst	8	$27,331 (CY)	1	*
Poultry Science	Full	7	$43,500 (CY)	0	
	Assoc	3	$38,267 (CY)	0	
	Asst	2	*	1	*

College of Architecture:

Six ladder-rank women were identified in two departments. Three were at the associate rank; they earned 82, 88, and 90 percent of the male average for their rank. Two women were at the assistant rank. These women earned 110 and 111 percent of the male average. One female full professor earned 95% of the male average. The salaries of two women at the lecturer rank had no male counterpart and a comparison could not be made.

Average salaries for the two departments which have ladder-rank women are found in Table 4.3.

Table 4.3
Average Salaries by Rank and Sex for Departments in the College of Architecture, 1982-83

Department	Rank	Male No. Men	Male Mean Salary	Female No. Women	Female Mean Salary
Arch & Env Des	Full	12	$40,302 (AY)	1	*
	Assoc	14	$30,528 (AY)	1	*
	Asst	5	$25,790 (AY)	0	
	Lect	0		2	*
Env & Urban Systems	Full	5	$39,492 (AY)	0	
	Assoc	9	$32,194 (AY)	2	*
	Asst	4	$22,700 (AY)	2	*

College of Arts & Sciences:

Even in Arts & Sciences, where the total number of ladder-rank women is greater than in any other college on campus, comparisons of male and female mean salaries were possible in only a handful of ranks and departments. Table 4.4 presents these data. Only three departments--English, Math, and Communication Studies--make extensive use of the instructor rank. For these departments, the average salary calculations show no pattern of bias against women instructors.

Only two women at the rank of full professor were identified: one, a visiting faculty member, is in the lower end of the male salary range (86% of the male mean); the other is the lowest of three people at that rank in her department. Of the thirteen women at associate rank, four earn more than the male mean salary (104, 104, 109, and 111 percent); seven earn less (83, 86, 89, 90, 93, 96, and 97 percent). No comparison was possible for two women.

Forty-one female assistant-professors were identified: 22 earn 71 to 97 percent of the average male salary in their department; seven earn approximately the same as male counterparts (98 to 101 percent); seven earn more (102 to 119 percent); and five salaries could not be compared.

Three of these ladder-rank women (one full and two assistants) were identified by the Dean's Office as visiting faculty, a classification generally used by the College to bring in outstanding people for limited-term appointments. It was suggested that salaries for such faculty would be high, given their special qualifications. Yet, this is not the case for visiting female faculty since these women earn 71, 86, and 96 percent of the male averages for their rank and department. There was no way systematically to test this pattern for visiting male faculty since they, also, were not so identified on the printout.

As noted earlier, salaries for faculty members with joint appointments were included in the departments where they appeared on the printout. However, because there was a particular concern about faculty in the Humanities Program, a separate analysis is reported here. The Dean's Office provided a list of Humanities faculty, their ranks, and departmental affiliations so their salaries could be regrouped and analyzed. Faculty on leave without pay were omitted. Two women were identified at the associate rank; they earn 80 and 87 percent of the average for male associate professors in Humanities. Four female and three male assistant professors were identified. The average salary for men was $19,617; the average for women was $19,575. There were too few faculty at the ranks of full professor and instructor to calculate male averages. The women reported here were already included in the preceding discussion and appear in their affiliated departments in Tables 4.1 and 4.4.

Table 4.4
Average Salaries by Rank & Sex for Departments in the College of Arts & Sciences, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Art	Full	2	*	1	*
	Assoc	4	$24,750 (AY)	0	
	Asst	3	$19,500 (AY)	2	*
Biology	Full	5	$45,200 (AY)	0	
	Assoc	24	$29,211 (AY)	2	*
	Asst	12	$22,746 (AY)	1	*
Ctr for the Study of Sci in Soc	Full	3	$34,472 (AY)	0	
	Assoc	0		0	
	Asst	0		1	*
Chemistry	No women				
Communication Studies	Full	3	$42,950 (AY)	0	
	Assoc	1	*	1	*
	Asst	3	$21,500 (AY)	2	*
	Inst	4	$16,100 (AY)	6	$17,879 (AY)
Computer Science	Full	3	$44,433 (AY)	0	
	Assoc	7	$34,409 (AY)	1	*
	Asst	4	$28,500 (AY)	0	
	Inst	1	*	1	*
English	Full	8	$36,945 (AY)	1	*
	Assoc	10	$26,370 (AY)	3	$26,835 (AY)
	Asst	23	$20,800 (AY)	10	$20,135 (AY)
	Inst	7	$15,536 (AY)	11	$15,545 (AY)
Foreign Languages	Full	3	$38,209 (AY)	0	
	Assoc	9	$28,722 (AY)	1	*
	Asst	4	$21,725 (AY)	4	$19,988 (AY)
Geography	Full	1	*	0	
	Assoc	2	*	0	
	Asst	3	$19,367 (AY)	1	*
Geol Sci	No women				
History	Full	5	$38,334 (AY)	0	
	Assoc	13	$26,296 (AY)	0	
	Asst	7	$20,093 (AY)	3	$18,767 (AY)

Math	Full	19	$38,161 (AY)	0	
	Assoc	18	$29,878 (AY)	1	*
	Asst	9	$23,856 (AY)	2	*
	Inst	10	$15,095 (AY)	13	$15,054 (AY)
Music	Full	1	*	0	
	Assoc	9	$26,200 (AY)	0	
	Asst	9	$19,728 (AY)	3	$19,967 (AY)
Philos & Relig	Full	3	$34,544 (AY)	0	
	Assoc	4	$28,325 (AY)	1	*
	Asst	6	$18,875 (AY)	1	*
Physics	No Women				
Pol Science	No Women				
Psychology	Full	5	$37,480 (AY)	0	
	Assoc	7	$28,109 (AY)	0	
	Asst	7	$20,100 (AY)	4	$20,013 (AY)
Sociology	Full	8	$39,035 (AY)	0	
	Assoc	5	$28,960 (AY)	1	*
	Asst	7	$19,757 (AY)	2	*
	Inst	0		1	*
Statistics	Full	8	$53,650 (CY)	0	
	Assoc	4	$36,317 (CY)	1	*
	Asst	6	$28,858 (CY)	1	*
Theatre Arts	Full	2	*	0	
	Assoc	2	*	1	*
	Asst	2	*	4	$19,538 (AY)

College of Business:

Three departments in the College of Business seem to have made special efforts to keep women's salaries in line with those of male counterparts. Seven women have assistant professor rank in these departments and their salaries hover very close to the male average (98, 99, 99, 99, 101, 102, and 103 percent). One additional assistant professor in a fourth department earns 92% of the mean male salary. Seven women hold instructor rank, but comparisons were not possible for any of these, nor for four lecturers. No women were identified at the associate or full professor rank. Salary averages for the departments having at least one ladder-rank woman are reported in Table 4.5.

Table 4.5
Average Salaries by Rank and Sex for Departments in the College of Business, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Accounting	Full	5	$44,648 (AY)	0	
	Assoc	7	$34,914 (AY)	0	
	Asst	5	$31,840 (AY)	3	$32,517 (AY)
	Inst	1	*	3	$15,500 (AY)
Economics	Full	5	$45,170 (AY)	0	
	Assoc	3	$35,993 (AY)	0	
	Asst	13	$25,177 (AY)	1	*
Finance	Full	2	*	0	
	Assoc	4	$32,075 (AY)	0	
	Asst	11	$29,991 (AY)	1	*
	Inst	2	*	2	*
	Lect	2	*	0	
Marketing	Full	3	$43,335 (AY)	0	
	Assoc	3	$33,433 (AY)	0	
	Asst	5	$28,340 (AY)	3	$28,000 (AY)

College of Education:

Comparing the salaries of individual women to the male mean for their rank in the same division, the Taskforce found:

1. Women's salaries in the College of Education are, on the average, 94% of the salary for men at the same rank in the same division.

2. Thirteen women earned less than the male average for the same

rank in the same division. The range for this group was 4 to 22% less. The dollar gap ranged from $1234 to $5600 in favor of the average male.

3. Three women earned virtually the same amount as the male average for their rank and division (98 to 101%).

4. Seven women earned more than the male mean for the same rank and division. The range for this group was 2 to 10% more. The dollar gap ranged from $617 to $2975 in favor of women.

Of these 23 women, 18 were at the rank of assistant professor, five were associates, and none were full professors. One full professor and one instructor could not be compared because there were too few men at the same rank to calculate a male mean.

Average salaries are reported in Table 4.6.

Table 4.6
Average Salaries by Rank and Sex for Divisions in the College of Education, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Admin and Ed Serv	Full	6	$52,261 (CY)	0	
	Assoc	23	$40,491 (CY)	2	*
	Asst	4	$28,625 (CY)	3	$29,847 (CY)
Curric & Instr	Full	5	$47,689 (CY)	0	
	Assoc	11	$30,883 (AY)	2	*
	Asst	3	$25,600 (AY)	8	$21,806 (AY)
Health, PE and Rec	Full	1	*	1	*
	Assoc	5	$30,610 (AY)	1	*
	Asst	6	$24,167 (AY)	2	*
	Inst	2	*	1	*
Voc/Tech Educ	Full	10	$44,130 (CY)	0	
	Assoc	12	$37,267 (CY)	0	
	Asst	8	$28,134 (CY)	5	$27,498 (CY)
			$23,019 (AY)		$22,501 (AY)

College of Engineering:

Five women were identified in the College of Engineering, four assistant professors in four different departments and one instructor. One assistant had no male counterpart. The other three earned 90, 97, and 100 percent of the mean salary for men at their rank in their department. The instructor earns 104% of the male mean.

Average salaries for those departments having at least one woman in the ladder-ranks are reported in Table 4.7.

Table 4.7
Average Salaries by Rank & Sex for Departments in the College of Engineering, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Chem Engr	Full	8	$45,175 (AY)	0	
	Assoc	2	*	0	
	Asst	4	$28,775 (AY)	1	*
Electrical Engr	Full	13	$41,258 (AY)	0	
	Assoc	13	$32,138 (AY)	0	
	Asst	10	$29,080 (AY)	1	*
	Inst	5	$17,680 (AY)	1	*
Engr Sci and Mech	Full	23	$41,707 (AY)	0	
	Assoc	8	$29,900 (AY)	0	
	Asst	9	$29,322 (AY)	1	*
Materials	Full	6	$46,454 (AY)	0	
	Assoc	-		0	
	Asst	0		1	*

College of Human Resources:

The problem of comparing salaries in the College of Human Resources is the opposite of the other colleges. Except for the full professor rank in Family and Child Development, no male salary averages could be calculated and used as a comparison. Female averages are reported in Table 4.8 below.

In six cases, it was possible to compare individual male salaries against the female average. The five male assistants and one associate earned 75, 82, 88, 109, 115, and 118 percent of the female average for their rank.

Table 4.8
Average Salaries by Rank & Sex for Departments in the College of Human Resources, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Clothing and Text	Full	1	*	2	*
	Assoc	0		3	$38,276 (CY)
	Asst	0		5	$32,603 (CY)
	Inst	1	*	2	*
Human Nut. and Foods	Full	1	*	2	*
	Assoc	1	*	4	$35,175 (CY)
	Asst	1	*	6	$31,050 (CY)
	Inst	1	*	1	*
Housing & Int Des	Full	2	*	2	*
	Assoc	0		3	$30,100 (AY)
	Asst	2	*	3	$33,907 (CY)
	Inst	0		1	*
Family & Child Dev	Full	4	$41,998 (AY)	0	
	Assoc	1	*	2	*
	Asst	2	*	7	$23,760 (AY)

College of Veterinary Medicine:

Four ladder-rank women were identified in two departments in the College of Veterinary Medicine. Three of these are at the assistant rank; they earn 92, 92, and 93 percent of the male average. The fourth is an associate professor earning 92% of the male average.

Salary averages by rank are reported in Table 4.9.

Table 4.9
Average Salaries by Rank & Sex for Departments in the College of Veterinary Medicine, 1982-83

Department	Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Vet Biol	Full	3	$47,417 (CY)	0	
	Assoc	4	$41,125 (CY)	0	
	Asst	4	$34,350 (CY)	3	$31,717 (CY)
Path & Pub Prac	Full	3	$53,183 (CY)	0	
	Assoc	5	$43,120 (CY)	1	*
	Asst	5	$37,830 (CY)	0	

Library:

Salary averages were compared by sex and rank for faculty ranked members of the Library staff. The salaries of individual women were not compared to the male mean, as they were in other colleges, because of the relative parity in the number of men and women.

Women's salary averages are less than that of males at every rank. The difference for assistant professors is nearly $1,000; for associates, the difference is $7,000. There were not enough men at the instructor rank to calculate an average, however, these two males earn 104 and 106 percent of the female average. There are no staff members at the rank of full professor (see Table 4.10).

Table 4.10
Average Salaries by Rank and Sex for the Library, 1982-83

Rank	No. Men	Male Mean Salary	No. Women	Female Mean Salary
Full	0		0	
Associate	5	$36,190 (CY)	5	$29,020 (CY)
Assistant	12	$21,950 (CY)	17	$20,976 (CY)
Instructor	2	*	8	$15,263 (CY)

Discussion and Summary

The methods used in this salary study necessarily preclude making completely definitive conclusions. It cannot be assumed, for instance, that every woman earning 85% or less of the male average is *ipso facto* a case of discrimination, nor that the woman earning 105% of the male mean is necessarily fairly compensated. (It could be her performance merits a salary much higher than the male mean, that is, closer to the highest male salaries for the rank.) The purpose here was to note patterns and raise questions. Actual determinations of appropriate salary level are more rightly in the hands of the affected individuals and administrators.

What evidence the Taskforce was able to gather on instructors, particularly in the three departments where they are most heavily used (English, Mathematics, and Communication Studies) does not indicate a problem of bias against women. There may be individual problems of inequity (for men as well), but overall, salary averages at this rank were comparable in two departments and favored women in the third.

The situation is not quite so favorable for women in ladder-rank faculty positions. Table 4.11 summarizes earlier college tables displayed in Table 4.1. Of the 151 ladder-rank women, 56 earn less than their average male counterpart, 17 earn the same, and 26 earn more. Fifty-two, most of whom are in the College of Human Resources, could not be compared. Women are not randomly distributed around the male mean. The distribution is clearly skewed to the lower end of the salary range.

TABLE 4.11
SUMMARY TABLE: SALARY COMPARISONS, 1982-83

College Totals	No. L-R Women Faculty	PERCENT									No Comparison Possible
		≤85	86-89	90-93	94-97	98-101	102-105	106-109	110-113	114≥	
Agric.	10	1			2	1	1	1		2	2
Arch.	6	1	1	1	1	0			2		0
Arts & Science	56	4	6	12	8	7	5	2	3	1	8
Business	8			1		5	2				
Education	24	5	3	4	1	3	4	2	1		1
Engineering	4			1	1	1					1
Human Resources	40										40
Vet. Med.	4			4							
TOTAL, Univ.	152	11	10	23	13	17	12	5	6	3	52
		← 57				17		26 →			52

To be sure that men's salaries did not also fall in a similar pattern around the male average (perhaps as a result of artificial inflation of the average by one exceptionally high salary), a test case was done for two ranks in one department. The eleven men in one rank split five above the average (102 to 118%) and six below the average (85 to 97%). In the second rank, two men were above and one below the male average. At least in this one test case, the male distribution falls more evenly around the male average.

Skewing of women's salaries does not appear to be as big a problem for the few women in the College of Business and the College of Engineering. Again, there may be individual inequities, but women's salaries hover quite close to the male averages, indicating that women are at the middle of the pay range for the rank rather than the bottom.

However, skewing is a more serious problem in Education, Arts & Sciences, and the Library, where the majority of women are employed. These differences amount to thousands of dollars for some individuals, and overall, raise questions about a general pattern of lower monetary rewards. It is puzzling that so few women are perceived as meriting salaries greater than those awarded to the hypothetical average male in their department.

It is difficult to make any meaningful comment about the salaries for women in Architecture and Veterinary Medicine since the size of their faculties is small. Women in Human Resources have an insufficient number of male counterparts for comparison and those in the College of Agriculture are quite isolated. In all of these cases, the information provided will help individual women assess the equity of their salaries and, where appropriate, they are urged to raise questions in their Colleges.

In sum, this section has tried to point out that there are some areas where problems of inequity may exist and other areas where the data suggest women's salaries are more in line with their male counterparts. This situation needs further, more sophisticated analysis. Years of experience, date of initial appointment, and quality of teaching, research, and service are particularly important factors to analyze in future studies. In addition, salary increases should be monitored, since a pattern of lower raises to women only widens existing gaps.

VI. CONCLUSIONS

In this report, the Taskforce has tried to gather information from disparate sources, to analyze this data, and to draw some conclusions about the progress of women faculty over the last five years. A separate document offers recommendations for change based on what has been reported here and in the findings of the Survey of Perceptions of Sex Equity for Women Faculty.

Information presented in this report reveals a multi-dimensional problem. The Taskforce has tried to convey this complexity throughout the document and has been frank, when necessary, about the limitations of both data and methods. It draws seven major conclusions from the study. Taskforce members believe that if these issues are addressed with skill, energy, and some resources by leaders committed to change, real progress can occur. Without these necessary ingredients, a report prepared five years from now will find the University no closer to attaining the goal of full participation of women in all aspects of University life and rewards.

1. Underrepresentation of women, in part a legacy of our institutional history, remains a serious and persistent problem. No significant progress has been made in increasing the number and proportion of women on the instructional faculty over the last five years. The percentage of women at all ranks has increased slightly, 15.2% to 15.6%, but the percentage of women in ladder-rank positions has dropped from 11.6% to 11.3%. There has been a 3.4% increase of women at the associate rank (4.7% to 8.1%), but the percentages at both the assistant professor and full professor ranks have dropped below their 1978 levels.

2. Underrepresentation is serious at the senior rank. With only 12 women at the rank of full professor (2.6% of the total), decisions are made by senior faculty with little or no female participation. While the total number of women full professors on the total instructional faculty remained the same, 59 more men were added to the rank during the five-year period.

3. Some departments and colleges have attracted women faculty in approximate proportion to their availability in the doctorate pool. Many have not. Twenty departments still have no women faculty at all. The greatest gaps between the percentage of women currently on the ladder-rank faculty and the percentage of women available in the doctorate pool are in areas where women have traditionally received a larger share of the Ph.D.s--disciplines in the humanities, social sciences, and education.

4. Evidence in this report suggests that attrition of women at both junior and senior levels is a significant factor

impeding steady progress. Findings of the survey of perceptions of bias offer clues to voluntary attrition, especially women's greater dissatisfaction with recognition of their efforts through salary, promotion and tenure decisions; poor acceptance by male peers as professional colleagues; and uncertainty that they would receive a fair hearing from administrators. Such dissatisfaction erodes institutional loyalty and makes other professional alternatives very attactive.

5. Over the last few years, important administrative positions have been filled by women: Vice--President for Student Affairs, University Counsel, Director of the Budget, and Administrative Assistant to the President. Since July 1980, three deans have been appointed (all are men) and 36 of the 67 department heads on campus have been appointed. Despite this high turnover, no progress has been made in appointing women as heads of academic areas. There are only three women department heads, all in the College of Human Resources. Some progress has been made in selections at the College level: there are now four (of 24) female associate deans (2 in Human Resources, 1 in Arts & Sciences, and 1 in Extension).

6. Women's salaries in Arts & Sciences, Education, and in the Library are more likely to be at the lower end of the salary range, rather than distributed evenly around the male average. Women's salaries in Business and Engineering hover more closely to male averages for their rank and department.

7. Finally, the lack of useful, accessible information on the outcomes of departmental and college decisions about recruitment, appointment, salary increases, tenure and promotion deprives the University of its most effective tool for measuring the progress of its affirmative action efforts.

This report is viewed as a vehicle for raising questions, identifying gaps, and highlighting barriers to the full and equitable participation of women faculty at Virginia Tech. The Taskforce hopes the report, and the recommendations which flow from it, will provide an opportunity for constructive dialogue between University administrators and women faculty and a recognition of the need for enhanced commitment to an effective affirmative action program.